

Subject: 20<sup>th</sup> Century American History

Grade Level: 9<sup>th</sup>

Title: Propaganda in World War I and World War II: An Analysis

Course: American History: 20<sup>th</sup> Century

Standards: 8.3.9 B Compare the impact of historical documents, artifacts, and places which are critical to the U.S.  
8.1.9 B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

Eligible Content: World War I and World War II primary documents and will provide historical documents, artifacts and also the interpretation of those documents in terms of fact vs. opinion and cause and effect relationships.

Vocabulary: Propaganda, Ideology, Context, Targeted Audience

Objectives: 1. As a class, identify 4 of 5 characteristics of propaganda: (ideology, context, view point, targeted audience, audience reaction)

2. To locate and evaluate 10 different posters made in World War I and World War II using the websites listed and then evaluating them on the basis of the criteria created in objective number 1.

3. To create their own World War II poster based on the criteria above.

Essential Questions: 1. What is propaganda?  
2. What are the key characteristics of propaganda?  
3. What makes propaganda effective?  
4. What emotions are stirred when you look at a piece of propaganda directed at a specific group?  
5. Which poster was the most effective in persuasion of its audience and which was the most ineffective?

Duration: 2 Class Periods (80 minutes total)

Materials: Computer, Printer, web access

## Suggested Strategies:

Group Collaboration  
Individual Research

## Suggested Procedures:

W-They will study the characteristics of propaganda and how it was used in WWII

H-Use a current Army Recruiting poster to evaluate by the class.

E-They will be researching WW II posters and then creating one of their own.

R-Reflect-The class will create a rubric that will be used to evaluate the posters chosen. Also, they will choose 2 posters that do NOT work to persuade and why.

E-By creating and using the rubric and also the demonstration of creating their own poster.

T-The instruction will be done as independent study, therefore any support the students need, it can be provided.

O-The evaluation of 2 posters that are not effective will provide an added layer of analytical evaluation.

1. Class evaluation of a current army recruitment poster by identifying the key characteristics of propaganda.
2. After the class has identified 4 main characteristics of propaganda, the teacher will emphasize and clarify the definitions of Context, Ideology, Perspective, Targeted Audience, Audience Reaction.
3. Each student will then go to the web and search the sites of Gilder-Lehrman, Library of Congress with the websites given for examples of World War I and World War II propaganda posters.
4. The student will copy and paste examples of 10 posters with the proper citations. Each of these posters should be focused towards a different audience. Two of the 10 posters need to be ones that are NOT good examples of propaganda.
5. Upon the selection of the 10 posters, the student will evaluate them on the basis of the 4 characteristics already identified.
6. After the evaluations are checked by the teacher, they will use the criteria already defined and create a new and unique poster that might have been seen during W.W.II
7. Their posters can be created by computer or a hard copy, whichever they prefer.
8. The poster assignment will be homework.
9. The second day will encompass the presentation of posters and the evaluation by the class of their classmates work using the rubric created the day before.
10. Details should be given as to WHY students rated the posters as they did. What separated the best poster from the others?

## Formative Assessment

In the first step of class evaluation of the current Army website and propaganda, make sure they understand the differences between the different points in the rubric they create. Use four of the following : Context, Perspective, Ideology, Audience Reaction, Targeted Audience.

### Related Materials & Resources:

For the current “poster” propaganda used for United States Army recruitment:  
<http://www.goarmy.com/#/?marquee=bestranger2010>

World War II Poster Collections from Gilder-Lehrman:  
[http://www.gilderlehrman.org/historynow/12\\_2007/interactive.php](http://www.gilderlehrman.org/historynow/12_2007/interactive.php)  
[http://www.gilderlehrman.org/historynow/12\\_2007/historian.php](http://www.gilderlehrman.org/historynow/12_2007/historian.php)

World War I Poster Collection from Library of Congress:  
<http://www.loc.gov/pictures/search/?st=grid&co=wwipos>